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ABSTRACT

This is a summary in outline form of the English language teaching situation in Israel. In considering the situation of English in Israel, it is essential to also consider the unique linguistic and cultural situation of the country. The population of Israel comprises people of diverse linguistic and cultural backgrounds, and includes native speakers of English, native speakers of Hebrew, and persons for whom both languages must be learned as second or third languages. An additional problem is the fact that the native English-speaking Israelis represent a wide range of varieties of English. Socially, English functions as an unofficial second language. In the school system, English is taught from Class 5 on, sometimes earlier. The emphasis is on oral-aural and reading skills, for international communication. All Israeli universities have English departments and all students take a compulsory English language course. The Bagrut (matriculation) exam stresses communicative competence. Teacher standards are generally high but vary. Teacher training is in the form of 3-year college courses, or 1-year university education department courses for graduates in English. Inservice training is provided by the English Inspectorate. English literature is popular and widely read, even more than Hebrew literature. A reading program for advanced English classes completes the profile. (AM)

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ENGLISH TEACHING INFORMATION CENTRE

ENGLISH LANGUAGE TEACHING PROFILE

Country: ISRAEL

December 1976

1. Background

In 1947 when the British left Palestine the standard of English among the Jewish population was high. English was the principal medium for conducting the affairs of government and was a compulsory subject in all schools. With the introduction of Hebrew as the official language of Israel together with a flood of new immigrants a rapid change occurred. Many of the new immigrants spoke French rather than English as a foreign language and others knew only the language of the country from which they came. The proportion of qualified teachers of English among the new immigrants was not equal to the demands of the new situation.

The Israeli authorities were always very aware of this situation because of the continuing importance of English (see below) despite the development of Hebrew. The teaching of English has, therefore, always been a major concern of government. For the last few years the position has been improving, partly because of a full appreciation at unofficial as well as official level of the value of English as a world language and partly because of the gradual increase in the number of native English speaking and/or qualified teachers of English available. Another factor is increased exposure to English through cinema, television and travel. There is also a sustained effort by the Ministry of Education English Inspectorate to train teachers, whether native speakers or not, in ELT methodology and to concentrate on the teaching of English for communication rather than the old emphasis on "Eng Lit". Nevertheless, it has been said that ELT in Israel has suffered because the country was top heavy in linguists and theoreticians and lacking in good classroom practitioners of ELT.

Today, professional and academic English-speaking visitors find communication with their opposite numbers easier than in many other countries. Professional Israelis with European backgrounds are in general highly proficient linguistically, and in many cases know a variety of European languages in addition to English. In wider circles, an English-speaking visitor can nearly always find someone with whom he can communicate in English.

When considering the situation of English and English Language Teaching in Israel it is essential to have in mind the unique linguistic and cultural situation that exists in the country. The population of Israel comprises people from diverse language backgrounds, many of whom still use their mother tongue for communication within the family or ethnic group. All except the Sabras (Israelis born in Israel) have learned Hebrew as a second or third (or more) language. So, in such people there is no simple problem of L1 interference in the form of a single "interfering" language. This problem of multiple interference is, of course, decreasing as the proportion of Sabras increases and the situation is much more straightforward with mother tongue speakers of Hebrew. There has however been little done in the way of constructive analysis of English and Hebrew.

There is also a cultural diversity, and the lack of a common cultural background has had an effect on the teaching of English, particularly because

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of the difficulties this created in the development of curriculum materials. Here again, however, the problem is decreasing as more and more of the learners of English are Sabras.

Even in the case of English itself there are complications in Israel which are unusual elsewhere, in that native English-speaking Israelis come from all the English-speaking regions. There is, therefore, no one form of regional English generally accepted as "correct". It is a matter for pleasant surprise that there is in fact so little tension between the exponents of the various varieties of English, but the situation must add to the difficulty of the learner.

2. The Role of English

2.1 The role of English within the school system is dealt with in paragraph 3 below. At the tertiary level, Hebrew is the language of tuition, although not all lecturers are as fluent in it as they or their students would wish. The vast majority of University textbooks and reference books are, however, in English and so an adequate command of English, at least at the graphological level, is essential for satisfactory completion of a university-type course and hence for the achievement of any sort of responsible position in society. (See also 4.1 below.)

2.2 Hebrew is the language of government and to a greater or lesser extent of industry and commerce, although government officials and business executives often find themselves at a disadvantage if they cannot speak English because of the need to communicate with non-Hebrew speakers both in Israel and overseas.

2.3 In some ways, English is used as an unofficial second language and street names are in Hebrew and English, shop names and signs are often in English as well as Hebrew in the main centres. For general purposes, both social and career wise, a command of English is advantageous. English films and television programmes (British and American) are popular and British dramatized serials such as the Pallisers are particularly well regarded.

2.4 There is no English-speaking theatre in Israel, but visits by English-speaking companies, particularly British, are enthusiastically received.

3. English Within the School System

3.1 "English is the only foreign language learnt by all pupils and in all schools, primary and secondary, grammar, vocational and agricultural, Hebrew-medium and Arabic-medium. From Class 5 (pupils aged 10) it is a compulsory subject (3 hours per week in Class 5, 4 hours per week in Classes 6-8, 5 hours per week in classes 9-12), but more and more schools are now teaching English in younger classes (mostly in Class 4) within the framework of the various "Pedagogical Initiative" and "Curriculum Flexibility" programmes of the Ministry of Education and Culture. Most primary schools and Junior High Schools are streamed (A B and C groups) for English (also for Hebrew and Mathematics)."

(Economic reasons have led recently to this streaming being dropped in many schools in order to reduce the number of teachers needed, although there have been no official instructions to this purpose.)

"The aims of teaching English in Israeli schools are:

a. to provide an international means of communication, vital for contacts with the English-speaking world and with other countries where English is the principal Foreign Language or Second Language;

b. to develop in the pupils an insight into and feeling for language as such, through acquiring a language additional to their mother-tongue;

c. to integrate English with the general school curriculum, by reading and discussing in the original English material relevant to other subjects (eg a historical document, a scientific or technical text, excerpts from English literature studied in Hebrew translation as part of the "World Literature" syllabus, items about Jewish life and institutions in the English-speaking world).

The skills stressed in teaching English in Israel are:

a. the oral-aural skills,

b. reading comprehension.

Writing skills are viewed as mainly reinforcements of the other skills and as a means of personal self-expression on subjects felt relevant to the pupils. Accordingly, emphasis is placed on speech work (both oral production and listening comprehension) and on reading texts in good modern Standard English, both fiction (short stories, plays, some optional poetry) and non-fiction (serious journalism, technological and sociological material.)"

Quoted from the Ministry of Education and Culture Memorandum prepared for the Anglo-Israel Cultural Convention, November 1974.

3.2 The course of English followed in school leads up to and aims at the Bagrut examination (qv) but there is a very wide range of standards and attainment. The standards attained in "privileged" schools (ie well equipped schools in socially advantaged areas which attract the best teachers) are good, but there are many "under privileged" schools where standards are not so good. Whatever the standard attained, however, it is affected by the fact that all school leavers have to do a long period of military service during which they are unlikely to have cause to practice their English.

4. English at the Tertiary Level

4.1 Universities

All universities in Israel have English Departments which offer courses in English Literature and, in most cases, Linguistics (Pure and/or Applied). The courses are usually a mixture of the American and British approaches to the subject(s) but at the undergraduate level textbooks tend to be American. There is a great demand for visits by eminent British authorities who are usually pleasantly surprised at the standard of English attained even by first and second year undergraduate students.

All students whatever their discipline must follow a compulsory English Language course (unless they qualify for exemption because of their proficiency) but in some cases this is not the responsibility of the English Department. Going under various designations, some universities have an English Language Teaching Department which teaches a reading comprehension-orientated course aimed at giving students the necessary

skills to cope with the reading they have to do in English. These Departments are continually seeking to improve their approach to their task and have a go-ahead organisation known as The University Teachers of English in Israel Association.

4.2 Teacher Training Colleges

In Teacher Training Colleges students intending to teach English receive training in both personal English and ELT Methodology. Great importance is attached to the quality of personal English and the standard is comparatively high.

5. Examinations

5.1 Bagrut

The school system is orientated towards the Bagrut (Matriculation) examination which is taken in Class 12 at the end of the Senior High School course when pupils are 17-18 years old. The compulsory English component has been modified in recent years to achieve the aims quoted in paragraph 3.1 above. The emphasis of former years on Shakespeare and the classics (which were suffered by the pupils in much the same way as Latin "unseens" in Britain) has been shifted towards a more general "cultural" exposure to examples of good English writing (British and American). The main emphasis of the Bagrut examination is nevertheless on testing communicative competence in English. As from 1977 there will be a compulsory listening comprehension element for the first time. This has had a stimulating effect on most teachers.

5.2 Other examinations

About 100 candidates a year take the General Certificate of Education English papers. Very few candidates take the Cambridge Proficiency or First Certificates. The reason for the small numbers is almost certainly that there are few, if any, language schools offering courses for these examinations. (See Paragraph 11 below.)

6. The English Inspectorate

Under the Chief Inspector of English there are 19 Inspectors of English of whom about half are full-time while the others have part-time teaching jobs in universities and other institutions. Not all the Inspectors are native English speakers but they are all highly qualified, hard working and enthusiastic. Their duties consist of

i. inspecting at Elementary and High School level;

ii. advising;

iii. in-service training (see para 7.5 below).

6.1 There are also Supervisors/Coordinators of English who visit schools and other institutions to advise and make recommendations. These Supervisors are selected because of their teaching ability and qualifications.

7. The Teaching Cadre

7.1 Many University teachers, especially at the more senior levels, received their education and training elsewhere than in Israel and this

is reflected in their teaching. University teachers are usually well qualified academically and many are native English speakers so standards of teaching are usually high in comparison with many other countries. As do their colleagues in other departments, many university teachers of English spend their long vacations and/or sabbaticals in English-speaking countries, so they do not become "stale".

Much the same applied to the English teaching staff of Teacher Training Colleges.

7.2 In schools, there is a great variety among teachers of English as to both background (linguistic and cultural) and level of personal English. In an effort to maintain standards, the Ministry of Education insists upon teachers having specific licences to teach English in the schools. Even so, the standard, as in any other country, varies greatly. For various reasons many school teachers probably have less opportunity to visit English-speaking areas than their university colleagues and so even native English speakers complain that their personal English becomes rusty. There is a great demand from teachers of English for opportunities to attend summer schools or to go on exchange visits to English-speaking countries.

7.3 Pre-service Training of Teachers

There are two principal ways of training teachers of English:

7.3.1 Teacher Training Colleges

These provide a 3-year course which is designed to produce someone who can teach English and at least one other arts subject. Most of the teachers in the Elementary Schools are provided by the teacher training colleges.

7.3.2 Universities

A fair proportion of graduates in English go on to teach English after leaving University. Most of these attend a one-year course in a Department of Education after completing their BA in order to obtain a teaching diploma. Such teachers form the great majority of teachers in High Schools.

7.4 Supply and Demand

While training colleges and universities provide the majority of teachers there is a continuous stream of new immigrants who wish to teach English. The English Inspectorate holds examinations and runs courses to ensure that these latter teachers are professionally qualified.

From all these sources Israel has acquired a body of teachers which is numerically sufficient and efforts to ensure their professional ability are continuously being made.

One factor in the supply of teachers which is much less common in most other countries is that many teachers in Israel have two jobs. They are employed for a specified number of teaching hours per week by the Ministry and these hours may well be spread over two or more schools.

7.5 In-service Training

There is great in-service training activity. This is carried out mainly by or under the aegis of the English Inspectorate by a variety of types

of refresher courses. Some courses are intensive ones lasting for two or three weeks; others are one-day courses aimed at some particular aspect(s) of English teaching; others consist of day release type courses spread over two or three months. Whilst all types include an element of methodology, the third type of course in particular has a large emphasis on the improvement of personal English.

7.6 Professional Support for ELT

7.6.1 Although teachers are backed by a hard-working Inspectorate supported by Counsellors and Supervisors, the amount of moral and material support that any particular teacher receives depends very much upon where she (the vast majority of school teachers in Israel are women) is actually teaching. Teachers in privileged schools want for very little; at the other end of the spectrum teachers work under considerable difficulties because of conditions and lack of equipment.

7.6.2 Hardware and Software

Privileged schools are very well off in this respect and a number have expensive equipment such as language laboratories and television equipment including video tape players. Privileged schools, however, are in the minority. There are 31 Pedagogical Centres spread throughout Israel which are well stocked with both hardware and software available on loan to teachers. The authorities are anxious to develop the function of these Centres, possibly along the lines of Teachers' Centres in Britain.

7.6.3 Course Books

The vast majority of schools use Israeli-produced material. Very few foreign materials are on the Ministry of Education approved list, but the L G Alexander courses are a notable exception to this. Most schools use English for Speakers of Hebrew (ESH), which is a structured course produced by the Teaching Materials Unit of the Department of Linguistics at Tel Aviv University. There is continual revision of the course materials.

7.6.4 Television

The Instructional Television Centre produces an English Teaching Series English by Television which is used in many schools. (Here again, there is a contrast between the have and the have-not schools.) This is a well planned and attractively produced series which makes a positive contribution to ELT in schools.

8. Adult Education

English teaching forms part of the programmes of the various organisations concerned with Adult Education. The principal of these are:

a. the Department of Adult Education of the Ministry of Education and Culture;

b. the Histadrut (Israel Labour Federation);

c. the Cultural Centres of the various Municipalities.

9. British Assistance

There is considerable and varied British assistance to ELT channelled through the British Council. The chief elements of this are:

a. liaison with the English Inspectorate on matters of mutual concern;

b. liaison with The University Teachers of English Language in Israel Association;

c. an extensive scheme for lending multiple sets of graded readers to schools;

d. loan of other teaching aids;

e. exchange of persons;

f. ELT films

in addition to the facilities offered by the three British Council general libraries

10. American Activity

American ELT activity in Israel has been greatly reduced in recent years and is now, apart from exchange of persons, of no great significance.

11. Private English Teaching

11.1 A lot of private teaching of English is done on an individual basis by native English-speaking Israelis.

11.2 It is difficult to make a precise statement about private English language schools because at present there is no efficient system of registration and no system of assessment for recognition. There are a number of private schools and the standard almost certainly varies from reasonable to poor. The possibility of British Council participation in a system for assessing and recognizing private English language schools as efficient or otherwise is welcomed by the Ministry of Education and Culture.

12. General Assessment

There is general awareness in Israel of the importance to Israel of English as a world language. Except in the private sector, English Language Teaching in Israel in general is in a healthy state and the approach of the authorities is constructive and effective. The present period is a vital one, for after almost 30 years existence of the State of Israel, the context in which ELT is carried out is changing. In the years to come the situation will become increasingly different from that of the first three decades in that, while immigration will continue, the main emphasis will be increasingly on teaching English to native speakers of Hebrew only using teachers and inspectors who are themselves native speakers of Hebrew. Thus, while the complications will be less than in the previous period, the need for ensuring the maintenance of high standards of personal English will increase. The signs are that the responsible authorities are aware of the situation.

ENGLISH TEACHING INFORMATION CENTRE

ENGLISH LANGUAGE TEACHING PROFILE: ISRAEL

LITERATURE ANNEX February 1977

1. The Status of Literature in the Educational System

1.1 English Literature is no longer studied in schools as a separate subject or for its own sake as it was in former days ie under the Mandate and in the State of Israel up to 1973. In the 1950's schools had a very rich literature syllabus which included Shakespeare, Dryden, Milton, etc. During the 1960's this programme was gradually modified towards a more modern programme aimed at improving general reading competence rather than the study of literature for its own sake. In 1973 the present English Language Syllabus for Senior High Schools (years 10-12) was introduced and this contains a wide-ranging list of British and American texts for extensive reading - see para 2.1 below. Shakespeare and the 'classics' are studied in Hebrew translation, if at all.

1.2 All the universities except, of course, the Technion have flourishing English Departments which offer courses in English Literature at undergraduate and postgraduate levels. The approach and content of these courses varies between British and American depending upon the interests and academic background of the teaching staff. Visiting British lecturers are in great demand.

2. Literary Education

2.1 As stated above, there is no English Literature Syllabus in the usually accepted sense in Israeli schools. Instead, there is a Reading Syllabus based on the texts listed in the Appendix to this Annex. The aim of the Reading Syllabus is to enable pupils to understand materials written in modern English and to grasp in detail and master the contents of assigned materials both factual and imaginative, which are in modern Standard English, and are non-specialized in nature."

2.2 The English literature courses offered by universities are well subscribed and the standard of teaching and student achievement is high. Visiting British lecturers are usually impressed by the general standard.

2.3 There is no English literature-orientated association of teachers in Israel. The Association of Teachers of English in Secondary Schools in Israel is concerned mainly with language teaching although aspects of the literature are sometimes considered at its meetings.

3. Literary Scene

3.1 English literature is probably more widely read than the literature of any other single language, including Hebrew, because

3.1.1 There is as yet not a lot of modern Hebrew literature:

3.1.2 In the main only Sabras (native born Israelis) read Hebrew at this level without difficulty:

3.1.3 There is a large proportion of native English speakers among the educated community:

3.1.4 There is interest and appreciation of English literature among Israelis of European origin.

3.2 Thus, English literature is read largely by people of European origin in addition to native English speakers and these people tend to represent the economically more privileged section of the community. English literature is popular in a number of Kibbutzim.

3.3 A lot of English Literature is read in Hebrew translation. Hebrew translations are also televised from time to time.

3.4 English literature texts are in good supply in university libraries but not elsewhere.

3.5 The popularity of dramatized popular classics (eg Trollope, Dickens) on TV had led to a big demand for the original books.

3.6 There are a number of literary societies (eg The George Eliot Society) and an English poetry group meets in Haifa, Tel Aviv and Jerusalem.

Part 3: READING PROGRAMME FOR "ADVANCED LEVEL" CLASSES

The Drama

1. Tennessee Williams: "The Glass Menagerie".
2. Bernard Shaw: "Arms and the Man".
3. Samuel Becket: "End-Game".
4. Thornton Wilder: "Our Town"
5. Arthur Miller: "All My Sons".

The Short Story

6. Stephen Crane: "The Open Boat".
7. James Joyce: "Eveline".
8. D H Lawrence: "The Blind Man".
9. T Beachcroft: "The Erne from the Coast".
10. Philip Roth: "Eli the Fanatic".
11. Dorothy Parker: "The Standard of Living".
12. B Malamud: "A Summer's Reading".
13. F O'Connor: "Everything that Rises Must Converge".

Non-Fiction Prose

14. J Baldwin: "My Dungeon Shook".
15. R Carson: "The Shape of Ancient Seas".
16. S Chase: "Our Shrinking Living Space".
17. E Friedenberg: "The Image of the Adolescent Minority".
18. W Golding: "Thinking as a Hobby"
19. J B S Haldane: "On Being the Right Size".
20. E A Levenston: "Comparing Vocabulary".
21. M Mead: "One Vote for the Age of Anxiety".

22. A Montagu: "The Natural Superiority of Women".
23. J Steinbeck: "How to Tell Good Guys from Bad Guys".
24. J Thurber: "My Secret World of Idiom".
25. J Thurber: "Courtship through the Ages".
26. E Vargas: "The Jet Age Malady".
27. V Woolf: "The Death of the Moth"

Poetry

28. W H Auden: "Musee des Beaux-Arts"
29. W H Auden: "The Unknown Citizen".
30. R Browning: "My Last Duchess".
31. E E Cummings: "Pity this Busy Monster".
32. E E Cummings: "The Hours Rise Up"
33. E Dickinson: "My Life Closed Twice".
34. E Dickinson: "The Soul Selects its Own Society".
35. E Dickinson: "To Make a Prairie".
36. E Dickinson: "Wild Nights".
37. T S Eliot: "The Long Song of J Alfred Prufrock" or R Frost "The Death of the Hired Man".
38. K Fearing: "American Rhapsody (4)".
39. R Frost: "Departmental"
40. R Frost: "Mending Wall".
41. R Frost: "Stopping by Woods". (see also 37 above)
42. T Hardy: "In a Time of Breaking of Nations".
43. E A Housman: "To an Athlete Dying Young".
44. D H Lawrence: "Snake".
45. P Logan: "Picnic"
46. W Shakespeare: "Let Me Not to the Marriage.."

47. W Shakespeare: "Shall I Compare Theee".
48. S Spender: "The Express".
49. D Thomas: "The Force that Through the Green Fuse".
50. D Thomas: "The Hand that Signed the Paper".
51. W Whitman: "I Saw in Louisiana a Live Oak Growing".
52. W Wordsworth: "A Slumber Did My Spirit Seal".
53. W B Yeats: "That Deep - Sworn Vow".
54. W B Yeats: "Speech After Long Silence".

The above complete list will be divided into three 'cycles' (see Part 1, Section 2.2) with some texts being replaced with the advent of each new 'cycle'. The texts studied in each cycle are as follows:

I. One drama (one of three offered);
II. Five short stories;
III. Five non-fiction prose texts;
IV. Ten poems

A class choosing not to take poetry will read instead one more short story and one more essay, as specified in each 'cycle'.

CYCLE ONE

Drama

T Williams: "The Glass Menagerie"
or G B Shaw: "Arms and the Man"
or A Miller: "All My Sons"

D Thomas: "The Force that through the Green Fuse"

W Whitman: "I Saw in Louisiana a Live Oak Growing".

Classes will read B Malamud "A Summer's Reading" and E Vargas "The Jet Age Malady" if they choose not to take poetry.

CYCLE TWO

Drama

S Becket: "End-Game"

or T Wilder: "Our Town".

or A Miller: "All My Sons"

The Short Story

D H Lawrence: "The Blind Man".

T Beachcroft: "The Erne from the Coast".

P Roth: "Eli the Fanatic" or F O'Connor: "Everything that Rises Must Converge".

B Malamud: "A Summer's Reading".

D Parker: "The Standard of Living".

Non-Fiction Prose

E Friedenberg: "The Image of the Adolescent Minority".

J S Haldane: "On Being the Right Size"

A Montagu: "The Natural Superiority of Women".

The Short Story

S Crane: "The Open Boat"

J Joyce: "Eveline".

D H Lawrence: "The Blind Man".

P Roth: "Eli the Fanatic" or D Parker: "The Standard of Living".

F O'Connor: "Everything that Rises Must Converge".

Non-Fiction Prose

J Baldwin: "My Dungeon Shook".

R Carson: "The Shape of Ancient Seas".

E A Levenston: "Comparing Vocabulary" or J Thurber: "My Secret World of Idiom".

M Mead: "One Vote for the Age of Anxiety"

J Thurber: "Courtship through the Ages".

Poetry

W H Auden: "Musee des Beaux-Arts".

E Dickinson: "Wild Nights".

R Frost: "Mending Wall".

R Frost: "Stopping by Woods".

T Hardy: "In a Time of Breaking of Nations".

E A Housman: "To an Athlete Dying Young".

P Logan: "Picnic"

W Shakespeare: "Shall I Compare Thee...".

J Steinbeck: "How to Tell Good Guys from Bad Guys".

J Thurber: "My Secret World of Idiom" or E A Levenston: "Comparing Vocabulary".

Poetry

W H Auden: "The Unknown Citizen".

R Browning: "My Last Duchess".

E E Cummings: "Pity this Busy Monster".

E Dickinson: "The Soul Selects its own Society".

T S Eliot: "The Love Song of J Alfred Prufock" or

R Frost: "The Death of the Hired Man".

D Thomas: "The Hand that Signed the Paper".

W B Yeats: "Speech After Long Silence".

Classes will read J Joyce "Eveline" and V Woolf "The Death of the Moth" if they choose not to take poetry.

CYCLE THREE

Drama

T Williams "The Glass Menagerie"

or G B Shaw: "Arms and the Man".

or T Wilder: "Our Town".

The Short Story

J Joyce: "Eveline".

T Beachcroft: "The Earne from the Coast".

P Roth: "Elf the Fanatic" or D H Lawrence: "The Blind Man".

B Malamud: "A Summer's Reading".

F O'Connor: "Everything that Rises Must Converge".

Non-Fiction Prose

S Chase: "Our Shrinking Living Space".

W Golding: "Thinking as a Hobby".

E A Levenston: "Comparing Vocabulary" or J Thurber: "My Secret World of Idiom".

E Vargas: "The Jet Age Malady".

V Woolf: "The Death of the Moth".

Poetry

E E Cummings: "The Hours Rise Up".

E Dickinson: "My Life Closed Twice".

E Dickinson: "To Make a Prairie".

K Fearing: "American Rhapsody (4)"

R Frost: "Departmental"

D H Lawrence: "Snake"

W Shakespeare: "Let Me Not to the Marriage...".

S Spender: "The Express".

W Wordsworth: "A Slumber Did My Spirit Seal".

W B Yeats: "That Deep-Sworn Vow".

Classes will read S Crane: "The Open Boat" and J Steinbeck: "How to Tell Good Guys from Bad Guys" if they choose not to take poetry.

NOTE - Schools will be informed by the English Inspectorate of the advent of each new 'cycle'

Part 4: OTHER PROGRAMMES

4.1 Ordinary Level Matriculation

4.1 Language Programme: as for the Advanced Level (see Parts 1 and 2 of this Syllabus).

4.1.2 Reading Programme: Intensive Reading-
One drama, two short stories and two non-fiction prose items, in specified cycles (Section 4.1.3).

Extensive Reading: as for the Advanced Level (see Part 1 of this Syllabus, Section 2.2), but probably not as many items. Teachers are advised to include other items in the "Advanced" reading programme as part of the Extensive reading programme.

(From: Suggested Syllabus for the Upper Division Ministry of Education and Culture)